

# Year 7 – ENGLISH Programme of Study

## What does it mean to be human?

Key Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1. Read and make points about a text</p> <p>2. Analyse the effect of language, structure and form to understand writers' meaning.</p> <p>3. Explore contextual influences and links between texts</p> <p>4. Offer evaluative comment</p> <p>5. Consider the impact a text has on key questions as defined below</p> <p>5. Craft writing for audience and purpose</p> <p>6. Communicate clearly with technical accuracy</p> <p>What does this teach me about myself and my identity? What does this teach me about relationships and power?</p>	<p><b>Crafting writing - <i>Medusa</i> by Jessie Burton</b></p> <p>IQ: Why is it important to view humans from different perspectives?</p> <ul style="list-style-type: none"> <li>Developing empathy;</li> <li>Understanding the importance of perspectives.</li> <li>inspiration for a creative approach;</li> <li>considering themes of humanity, power and relationships.</li> </ul> <p>(Context; crafting writing, technical accuracy)</p> <p><b>Assessment:</b> Rewrite either the myth of Prometheus or Pandora from a different perspective.</p>	<p><b>Exploring texts <i>A Monster Calls</i> by Patrick Ness</b></p> <ul style="list-style-type: none"> <li>developing empathy;</li> <li>developing annotation skills;</li> <li>beginning to explore writer's methods;</li> <li>building on understanding of characterisation;</li> <li>considering ideas around humanity.</li> </ul> <p>(Context comprehension, inference, analysis)</p> <p><b>Assessment:</b>How does the writer use language to create empathy for Connor in this extract of the novel?</p>	<p><b>Crafting writing - introduction to poetry</b></p> <p>Key question: How are poems created and structured to express ideas about being human?</p> <ul style="list-style-type: none"> <li>Understanding the importance of perspectives</li> <li>inspiration for a creative approach</li> <li>considering themes of humanity, relationships, identity.</li> </ul> <p>(crafting writing, technical accuracy, speaking and listening)</p> <p><b>Assessment:</b> Crafting a poem and delivering it orally</p>	<p><b>Exploring Texts: <i>Salem</i> by David Calcott and the Burning extracts and Miller's <i>The Crucible</i></b></p> <p>IQ: Why do we persecute people? How can a group threaten the individual?</p> <ul style="list-style-type: none"> <li>Understanding the conventions of a play;</li> <li>Character evaluation;</li> <li>developing empathy;</li> <li>gaining contextual awareness;</li> <li>considering ideas of humanity, bullying, isolation, relationships.</li> </ul> <p>(Context, inference, analysis, evaluation)</p> <p><b>Assessment:</b> To what extent do we sympathise with the character of Mary Warren?</p>	<p><b>Crafting writing – <i>Julia and the Shark</i> by Kiran Millwood Hargrave.</b></p> <p><b>IQ: How do we understand our place in the world?</b></p> <ul style="list-style-type: none"> <li>developing empathy;</li> <li>Understanding the importance of perspectives;</li> <li>character evaluation;</li> <li>inspiration for a creative approach;</li> <li>considering themes of relationships and identity.</li> </ul> <p>(Analysis, comprehension, evaluation, crafting writing, technical accuracy)</p> <p><b>Assessment:</b> Crafting a piece of descriptive writing that includes character reflection.</p>	<p><b>Exploring texts - Shakespeare's <i>The Tempest</i>:</b></p> <ul style="list-style-type: none"> <li>exploring colonialism;</li> <li>evaluating character;</li> <li>developing empathy;</li> <li>considering themes of relationships and power.</li> </ul> <p>(Context, comprehension, inference, analysis, evaluation)</p> <p><b>Assessment:</b> To what extent do you agree that Caliban is monstrous?</p>